**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** 2 | | | **Date(s)**: **Day 1 – 5 of Task 4** |
| **Unit Title: Inventory investigation** | | | | **Corresponding Unit Task:** Take an inventory of the school supply store by determining how many items are left over from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s): How do I compose numbers up to 1,000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Base-10 riddles** | | **Student:**  **Base-10 blocks** | | | **Skip count**  **Place value**  **Ones**  **Tens**  **Hundreds**  **Counting on** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3 and 2.NBT.4** | | | | | |
| **I Can Statement(s):** I can compose numbers up to 1,000 using base-10 blocks. | | | | | |
| **Activating Strategy/Hook:** As a class sing the following song  Place Value Song (Tune: Are You Sleeping)  Verse 1: Place Value, Place Value  Place Value, Place Value  Fun, Fun, Fun  Fun, Fun, Fun  3 Digits equal  3 digits equal  Hundreds, tens & ones  Hundreds, tens & ones  Verse 2: Same for the first four lines above, last lines go  2 digits equals  2 digits equals  Tens and Ones  Tens and Ones  Verse 3: Same for the first four lines above, last lines go  1 digit equals  1 digit equals  Only ones  Only ones | | | | | |
| **Teacher Directed:** See Guided Practice | | | | | |
| **Guided Practice:** The teacher will guide students through the stations and explain the expectations for the stations for the week. Teacher will also provide an example for each station. While students work, the teacher will pull students to reinforce low skills. | | | | | |
| **Independent Practice:**  **Station 1: Base Ten Block Riddles-** Cut up the base ten block riddles sheet for students to answer. Supply students with base ten block manipulatives to aid students in completing their work. Students will record their answers in their math journal. (Found on GEMs)  **Station 2: Dinosaur Dig –** Students will use a milk jug or a scooper to scoop up numbers that match the given task cards. Students will work to complete the given task cards. The task cards will state the following: Scoop a number that has a 5 in the hundreds place. Students will scoop the number that matches the clue. Partners will check each other’s work and students will write the task card number and answer in their math journal.  **Station 3: Comparing Handfuls** – Each student will grab a handful of blocks, beans, etc and lay their items down on the table. Students will discuss with each other which number is greater and determine which symbol would go in between the two numbers. Students will create a number line starting with their number. Example: Student A has 23 and Student B has 19. The number line will start at 19 and end with 23. Students will count on to find the difference between the two numbers. Students will record their work in their math journals.  **Station 4: Leap Frog –** Students will roll 2-3 dice and create a number using the dice. Students will then draw a number line in their notebook and count on from that number to the desired leaps on the card. Students will continue to solve cards.  **Station 5:** **Number Fun –** Students will choose a card that either has a base ten blocks, word form, standard form and expanded form. Students will create a frayer model in their notebook representing the number in various ways. | | | | | |
| **Closing/Summarizing Strategy:** Check students’ work each day after the stations to ensure that students are understanding the work. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Tell the kids to write 10 of their own riddles to share and work through with each other. | | | * If someone is struggling with the riddles, break them down into step by step processes and have the kid show you how they are working through representing the ones. Ok, then show me how you are representing the tens. This way you can find where the problems are happening. | | | * Introduce the essential vocabulary and tell the kids that these are the words we are going to be working with for this task. Go over all the words and what they mean. |
| **Assessment(s):**  Look over students’ math journals and check their work. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |